

1-1-2013

## 2013 College Bound Market Update for WVU\_Eduventures

Eduventures

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# College Bound Market Update

**Results for West Virginia University**

March 2013





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## EXECUTIVE SUMMARY



## Executive Summary



### **THAT'S NICE, but I want a job**

- Most WVU interests are *Pragmatists*, that is, their primary indicator of success is getting a (good) job upon graduation (refer to page 17 for more info)



### **I'LL HAVE A DEGREE. Isn't that enough?**

- There are gaps between the skills that WVU interests seek to develop and what employers seek (see pages 18 & 19 for more info)

### **CAN I AFFORD YOU? Great, now let's talk shop.**

- WVU inquiries weigh affordability second when making college decisions – after career prep (see pages 10 & 38 for more info)

### **I FEEL LIKE I BELONG, but what's my ROI?**

- WVU is rated more favorably than other publics on environment and affordability, but less on career prep and academics (see page 25 for more info)



## Executive Summary

### **NO OFFENSE, but I'd rather talk to... anyone but you**

- Family, friends, and guidance counselors are more valuable confidants to WVU interests than admissions counselors (see page 14 for more info)

### **YOUR WEBSITE better be easy to use**

- WVU interest and inquiries use its website the most, especially for finding top info, like majors, costs, and sports (see pages 13, 26-29 and for more info)

### **HEY, I JUST MET YOU, so don't call me**

- WVU interests would much rather receive an email (at least twice a month!) or letter than have you call them (see pages 22 & 23 for more info)

### **LOANS? But I'm going to get merit-aid, right?**

- The majority of WVU interests expect to receive merit-aid and think that it'll pay for 29% of their college costs (see pages 20 & 21 for more info)



## How To Use This Report

This report is divided into two sections – national and institution-specific benchmarks

**Compare** your interests to our national sample to understand what students seek in the college search process

**Understand how your institution stacks up** against other institutions in this sample based on students' perceptions of your institution

Eduventures recommends using this data in the following ways:

**Teach colleagues about the college bound market** so that strategic decisions – are realistic, forward-thinking and market-ready

**Refine messaging** to resonate with students during the recruiting process

**Inform outreach strategy** to connect students with your institution at the times – and through the channels – that are most effective

**Train admissions staff** to speak to key student and parent concerns and expectations

**Educate deans and faculty** on student concerns and expectations regarding specific academic disciplines



## NATIONAL BENCHMARKS





Search



■ Senior

12%	10%	20%	44%	14%
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8



# College Bound Market Update

EDUVENTURES



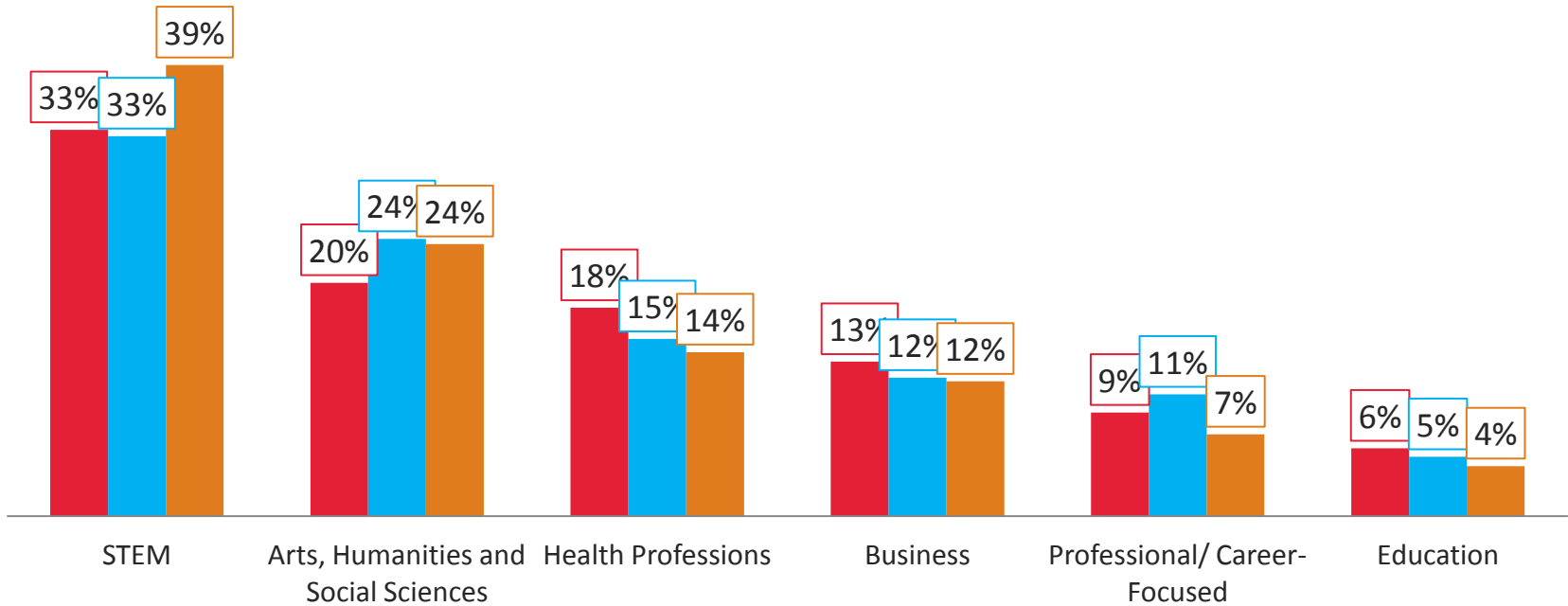
Desired Major

■ Interests

■ Neutral Prospects



■ Public Education

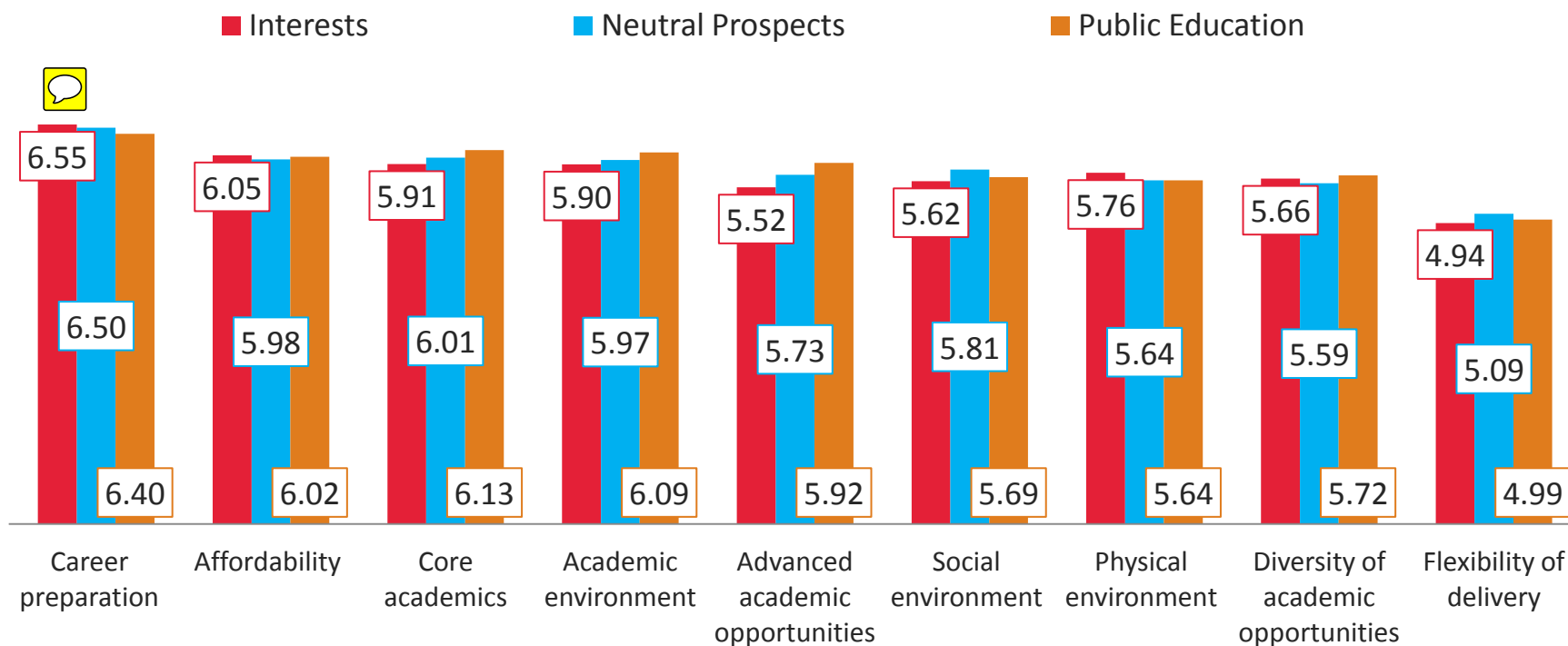




# College Bound Market Update

EDUVENTURES

## Top Enrollment Drivers\*



\*Average; 1-7 scale; 1=Not Important At All; 7=Extremely Important



## Top Information of Interest

	Interests	Neutral Prospects	Public Education
Academic majors and minors	63%	61%	67%
Tuition and fees	64%	60%	57%
Financial Aid/Scholarships	40%	39%	40%
University statistics	21%	21%	27%
Application requirements and deadlines	18%	22%	20%
Sports	17%	18%	11%
Residential life	13%	9%	11%
Social life	15%	12%	11%
Study Abroad	7%	7%	8%
Pictures of campus	7%	7%	7%
Graduate school opportunities	5%	5%	5%
Opportunities for co-curricular activities	2%	1%	3%
Student profiles	2%	1%	2%
Experiential learning	1%	2%	2%
Community service	1%	1%	1%
Other	0%	1%	1%
Information about alumni	0%	0%	0%



## Usage of Third Party Search Tools – Top 15

	Interests	Neutral Prospects	Public Education
CollegeBoard	66%	65%	74%
Google	67%	62%	66%
Naviance	17%	17%	28%
Scholarships.com	27%	25%	25%
ACT	41%	25%	25%
PrincetonReview	26%	20%	25%
Facebook	27%	25%	24%
U.S. News and World Report	15%	20%	23%
Cappex	22%	29%	22%
FastWeb	24%	19%	19%
Zinch	22%	20%	18%
YouTube	24%	19%	17%
College Confidential	10%	11%	17%
My College Options	19%	17%	16%
Campus Prowler	17%	17%	15%



## Usage of Third Party Search Tools – Bottom 16

	Interests	Neutral Prospects	Public Education
Yahoo	10%	15%	12%
CollegeWeekLive	13%	14%	12%
Twitter	11%	13%	9%
CollegeView	9%	8%	8%
CollegeNavigator	5%	9%	7%
CollegeNet	7%	8%	6%
Bing	6%	8%	6%
Virtual College Fair	4%	6%	6%
CampusExplorer	6%	4%	3%
MeritAid	2%	1%	3%
University TV	1%	3%	2%
AnyCollege	3%	3%	2%
Peterson's	1%	1%	2%
TheU	2%	2%	1%
UCAN	0%	0%	0%
Capture	0%	0%	0%




## Usage of People in the College Search Process

	Interests	Neutral Prospects	Public Education
Family	86%	76%	79%
Friends	80%	68%	73%
Guidance counselors at my school	73%	66%	67%
Teachers at my school	56%	53%	57%
Current students	54%	44%	50%
Admissions counselors	45%	41%	39%
Alumni	30%	28%	27%
Coaches	17%	22%	16%
Professors	12%	11%	11%
Dean of school of interest	7%	4%	5%



## Usage of Institutional Tools – Top 15



	Interests	Neutral Prospects	Public Education
Small, focused brochures on specific topics	75%	76%	77%
Institutional website 	75%	72%	74%
College catalogues or viewbooks	60%	65%	67%
On-site campus tours	70%	60%	57%
Personalized letters	61%	58%	56%
College fairs	51%	46%	48%
Conversations with high school's college counselor	45%	44%	46%
Information sessions held at high school	41%	35%	44%
Virtual tours of college campuses	47%	36%	42%
Postcards	45%	45%	41%
FAQs	35%	34%	42%
E-mail with admissions staff	37%	42%	41%
Mobile device-friendly website	38%	36%	41%
Photo galleries	41%	33%	36%
Open house weekends on campus	41%	38%	32%





## Usage of Institutional Tools – Bottom 15

	Interests	Neutral Prospects	Public Education
Net price calculator	32%	33%	31%
Personalized accounts for prospective students	31%	26%	29%
Visiting campus for an athletic event	32%	28%	21%
E-mail with faculty	22%	24%	19%
Videos by student about students	25%	17%	19%
Blogs written by current students	12%	14%	16%
Knowledge Base	18%	15%	15%
Attending a class on campus	13%	16%	14%
College-specific apps	14%	15%	14%
Overnight stays in a dormitory with current students	14%	15%	13%
E-mail with current students	7%	12%	12%
Scheduled chats or online events	12%	8%	11%
Live chats or instant messaging	7%	7%	7%
Virtual academic advisors	4%	6%	5%
Podcasts	2%	3%	2%



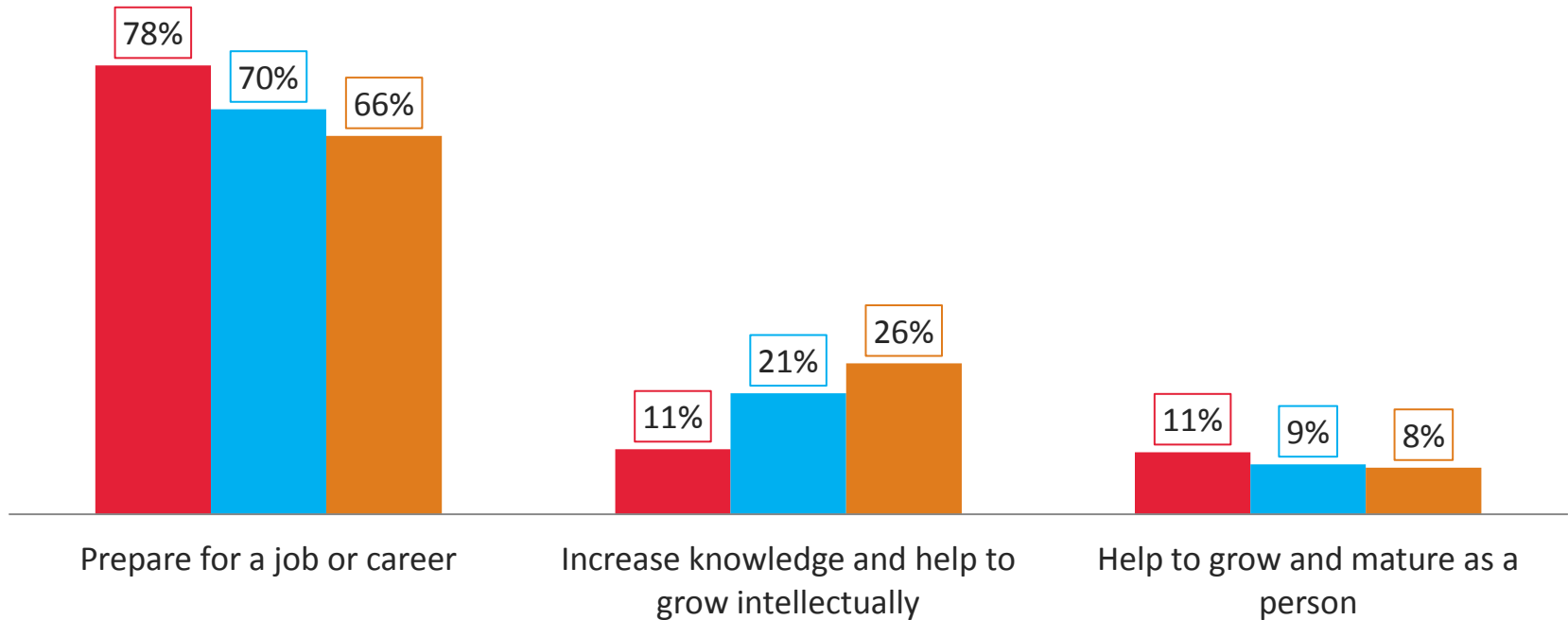
## Underlying Value of College



■ Interests

■ Neutral Prospects

■ Public Education





## Important Outcomes – Top 12



	Interests	Neutral Prospects	Public Education
Gain in-depth knowledge/ expertise in chosen major	6.58	6.51	6.58
Be able to pursue a personally fulfilling career path	6.59	6.52	6.54
Have skills that will help me enter a specific career	6.56	6.44	6.41
Have strong future earning potential	6.37	6.33	6.30
Have networks that will help me find a career	6.33	6.29	6.20
Find a job within six months of graduation	6.43	6.21	6.13
Learn to be an independent adult	6.02	6.13	6.11
Be adaptable for future careers and career changes	6.08	6.11	6.10
Learn to apply academic concepts to real world situations	6.07	5.94	6.10
Develop critical thinking skills	6.08	6.03	6.07
Learn to be a responsible adult	6.03	5.99	6.00
Be able to conduct myself in a professional manner	6.16	5.95	5.95

\*Average; 1-7 scale; 1=Not Important At All; 7=Extremely Important

To see how students' perceptions compare to employers' expectations, see [AAC&U's Top Ten Things Employers Look for in New College Graduates](#)



## Important Outcomes – Bottom 13

	Interests	Neutral Prospects	Public Education
Be able to attend a good graduate or professional school after graduation	5.52	5.73	5.93
Broaden my understanding of the world by being exposed to new ideas and people	5.74	5.74	5.90
Learn to communicate effectively in written and verbal form	5.81	5.74	5.89
Develop lasting friendships with peers	5.70	5.65	5.75
Gain knowledge that will help me in a global economy	5.55	5.71	5.72
Develop self-esteem and self-confidence	5.74	5.67	5.69
Gain deeper understanding/knowledge of myself	5.63	5.63	5.68
Develop the ability to understand and communicate with people from different backgrounds	5.53	5.53	5.68
Learn to think across academic disciplines	5.60	5.64	5.67
Learn to lead groups	5.66	5.63	5.62
Learn to contribute to my community	5.32	5.54	5.50
Learn to be a global citizen	5.20	5.23	5.33
Learn to work in groups	5.32	5.27	5.30

\*Average; 1-7 scale; 1=Not Important At All; 7=Extremely Important

To see how students' perceptions compare to employers' expectations, see [AAC&U's Top Ten Things Employers Look for in New College Graduates](#)



## Percent of Students Who Expect to Use the Following Financial Sources to Pay for College

	Interests	Neutral Prospects	Public Education
Merit-based scholarship or grant	60%	56%	62%
Parents' earnings, savings or loan	51%	48%	55%
Student loan	45%	48%	43%
Need-based scholarship or grant	37%	41%	43%
Your personal earnings or savings	40%	32%	37%
Work study	26%	28%	28%
Don't know	22%	21%	22%
Other family members' earnings or savings	25%	19%	20%
Reserve Officer Training Corps (ROTC) scholarship	14%	9%	11%
Employer reimbursement or assistance	11%	9%	10%
Fellowship	12%	9%	10%
Other	14%	12%	9%



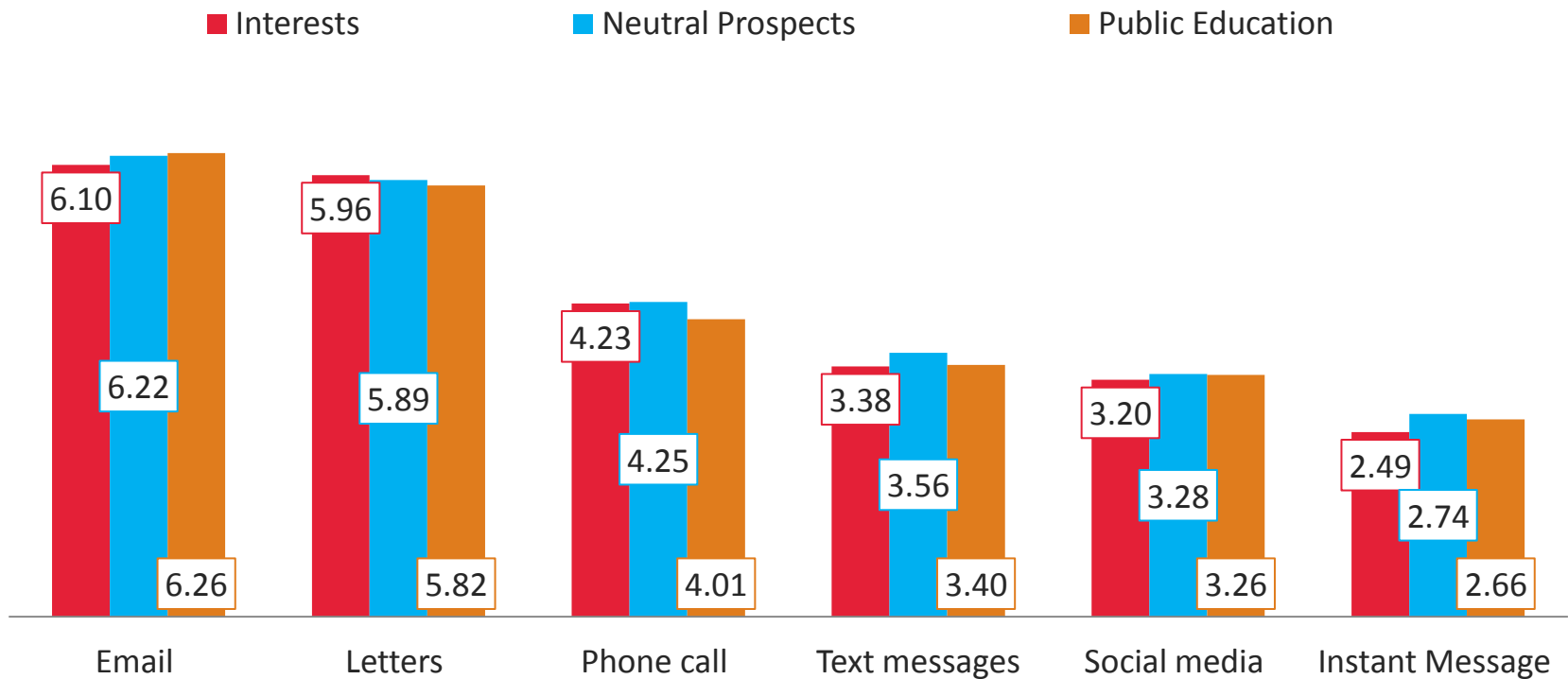
## Average Expected Contribution of Each Financial Source to Pay for College\*

	Interests	Neutral Prospects	Public Education
Merit-based scholarship or grant	29	24	27
Parents' earnings, savings or loan	25	23	25
Need-based scholarship or grant	12	17	17
Student loan	17	17	14
Students' personal earnings or savings	6	5	6
Work study	3	4	4
Other family members' earnings or savings	3	4	3
Reserve Officer Training Corps (ROTC) scholarship	4	2	2
Other	2	2	1
Employer reimbursement or assistance	0	1	0
Fellowship	0	0	0

\*For each student, the sum of these financial sources equaled 100%



## Preferred Method of Contact



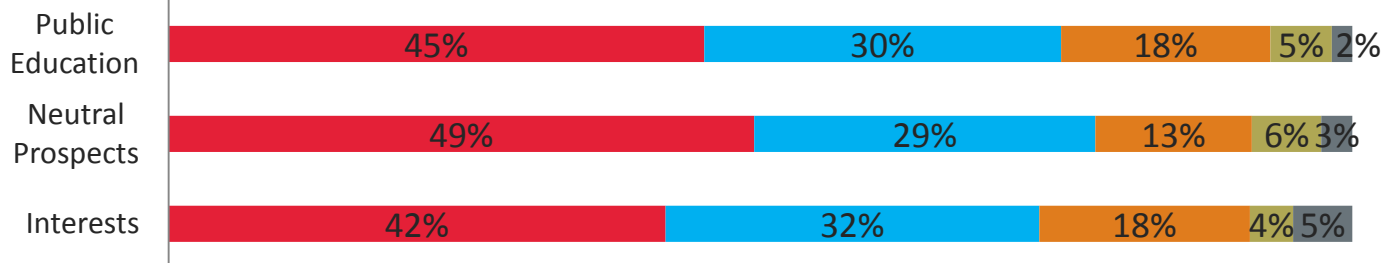
\*Average; 1-7 scale; 1=Not At All Preferred; 7=Most Preferred



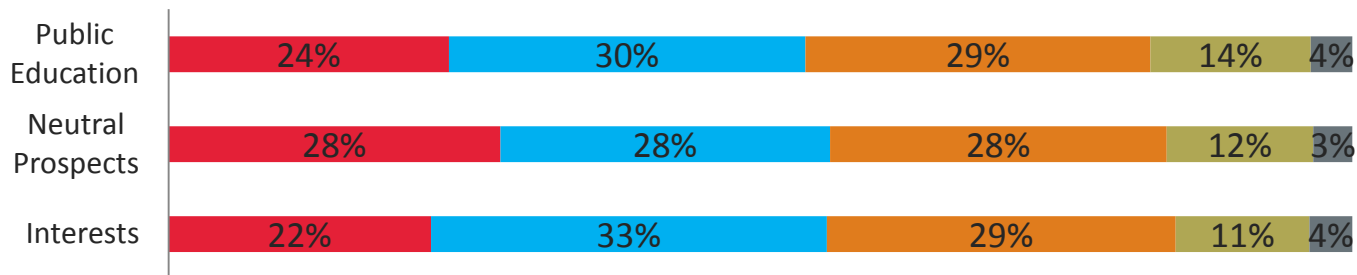
## Preferred Frequency of Contact

■ Every week ■ Twice a month ■ Once a month ■ Once every few months ■ Never

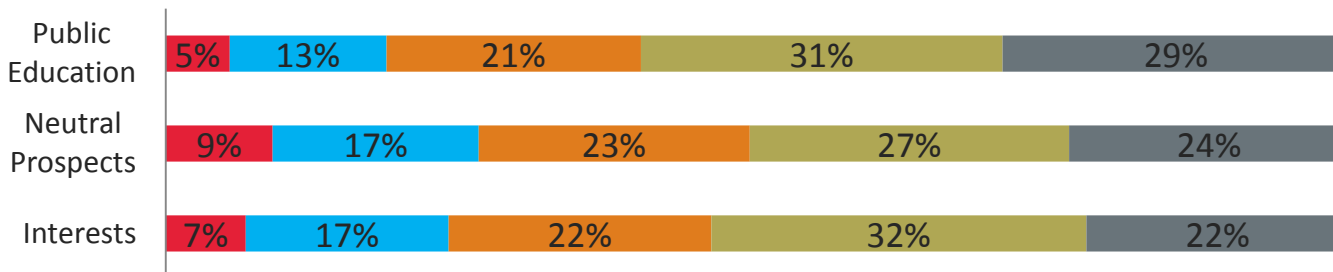
Email



Letters



Phone Call



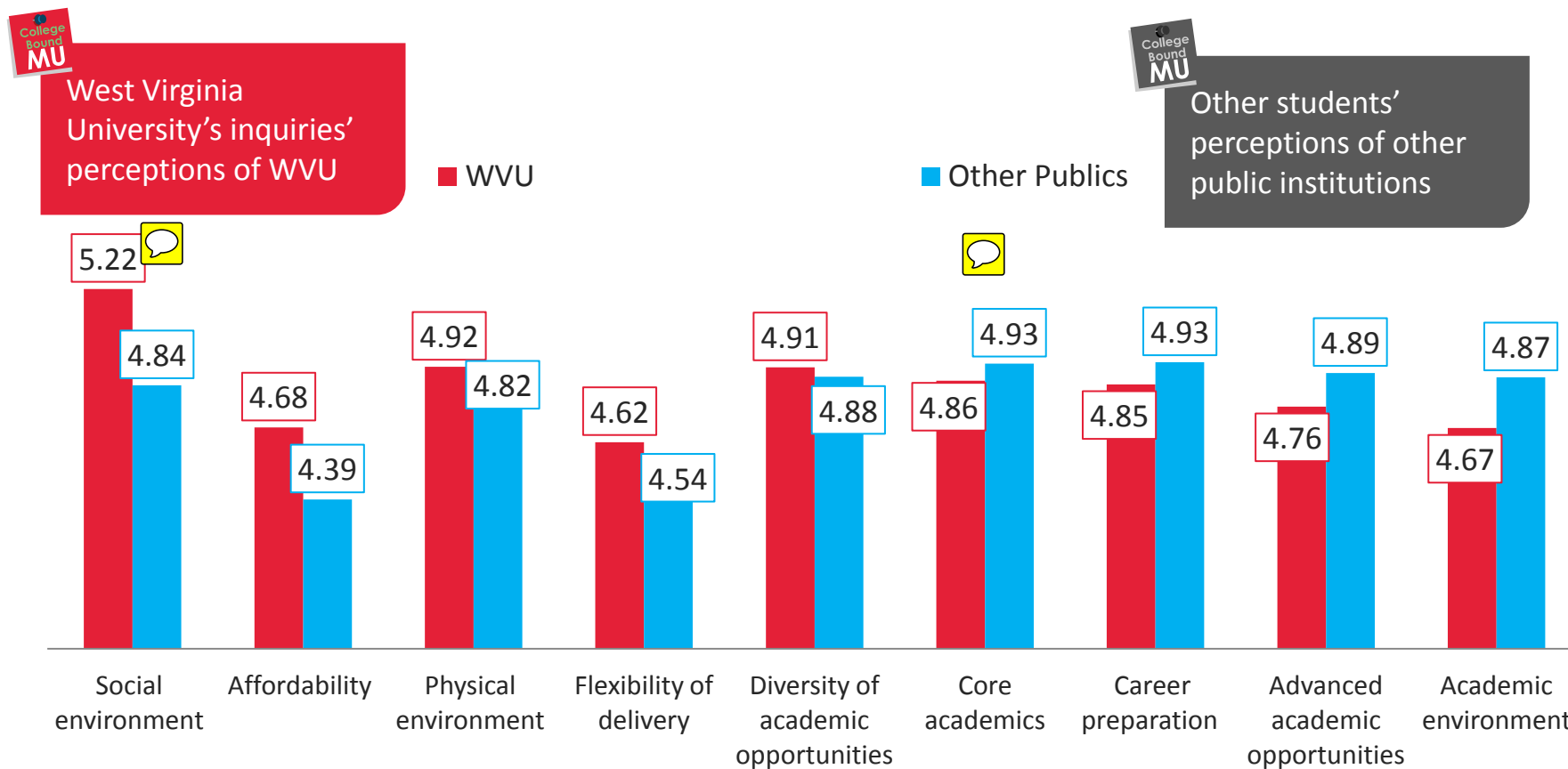




## INSTITUTION-SPECIFIC BENCHMARKS



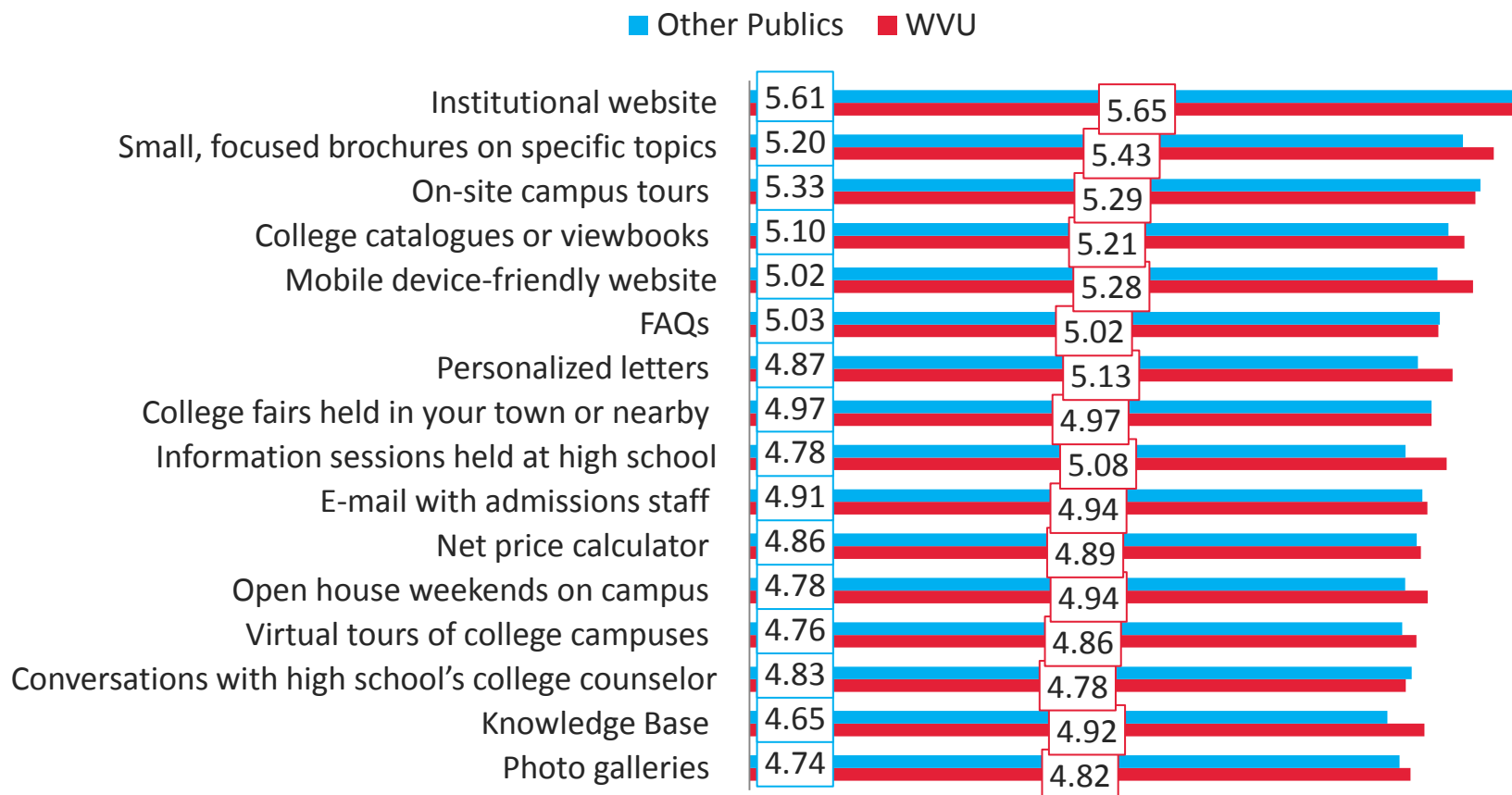
## Rating of Institutional Characteristics\*



\*Average; 1-7 scale; 1=Awful; 7=Absolutely Perfect  
Sorted in descending order of gap between WVU and Other Publics



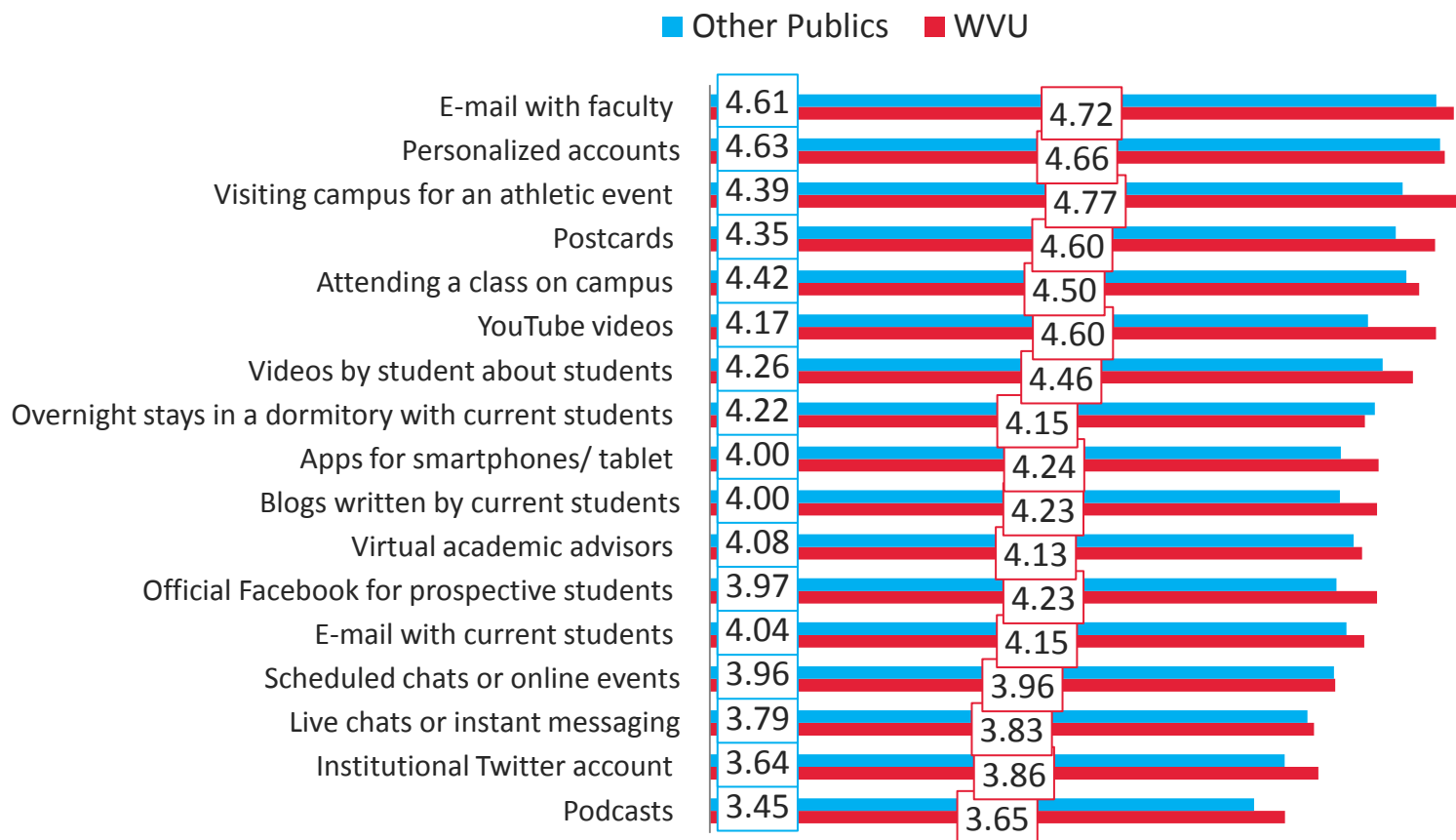
## Usefulness of Institutional Tools – Top 16



\*Average; 1-7 scale; 1=Not Useful At All; 7=Extremely Useful



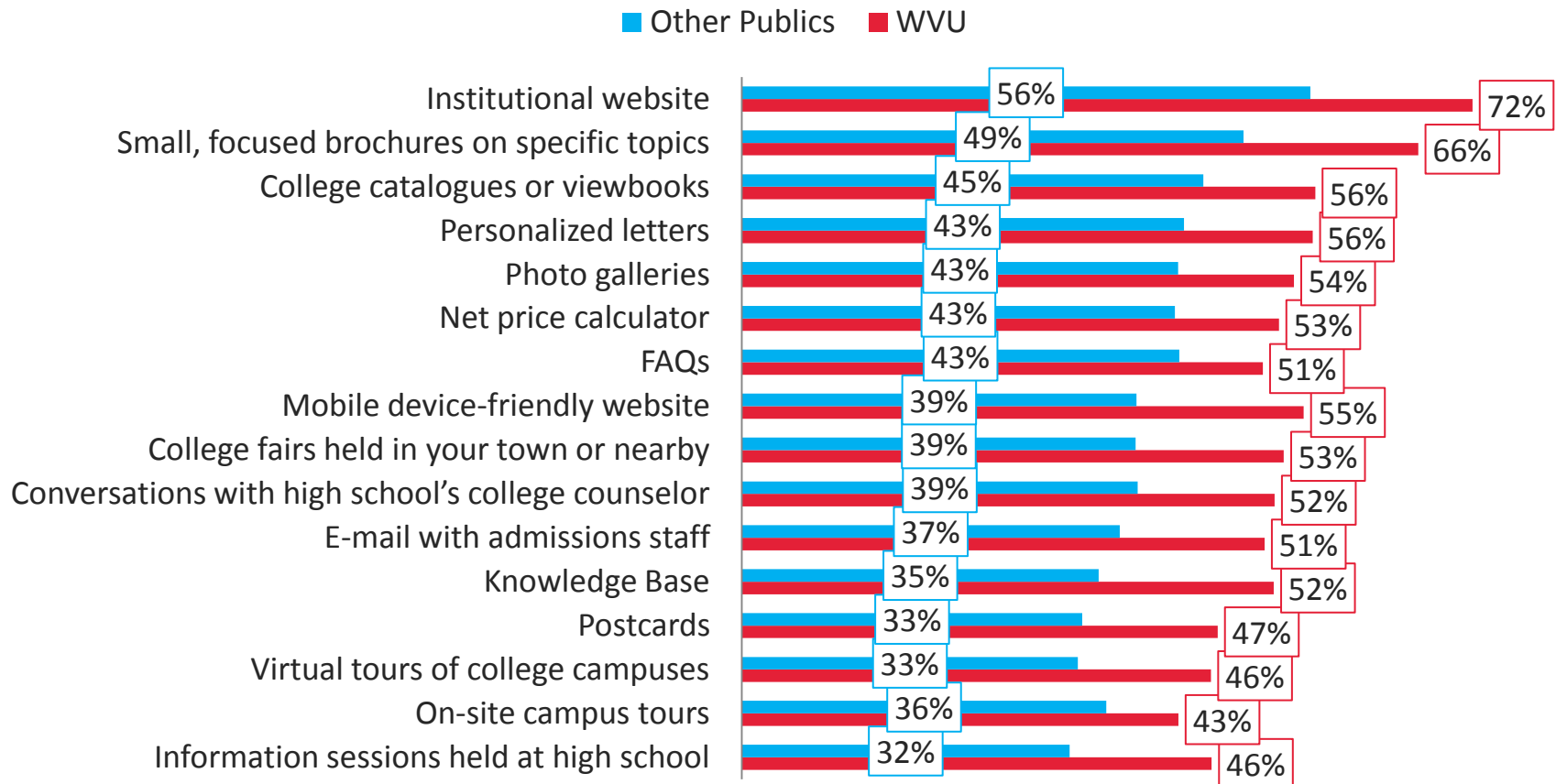
## Usefulness of Institutional Tools – Bottom 17



\*Average; 1-7 scale; 1=Not Useful At All; 7=Extremely Useful

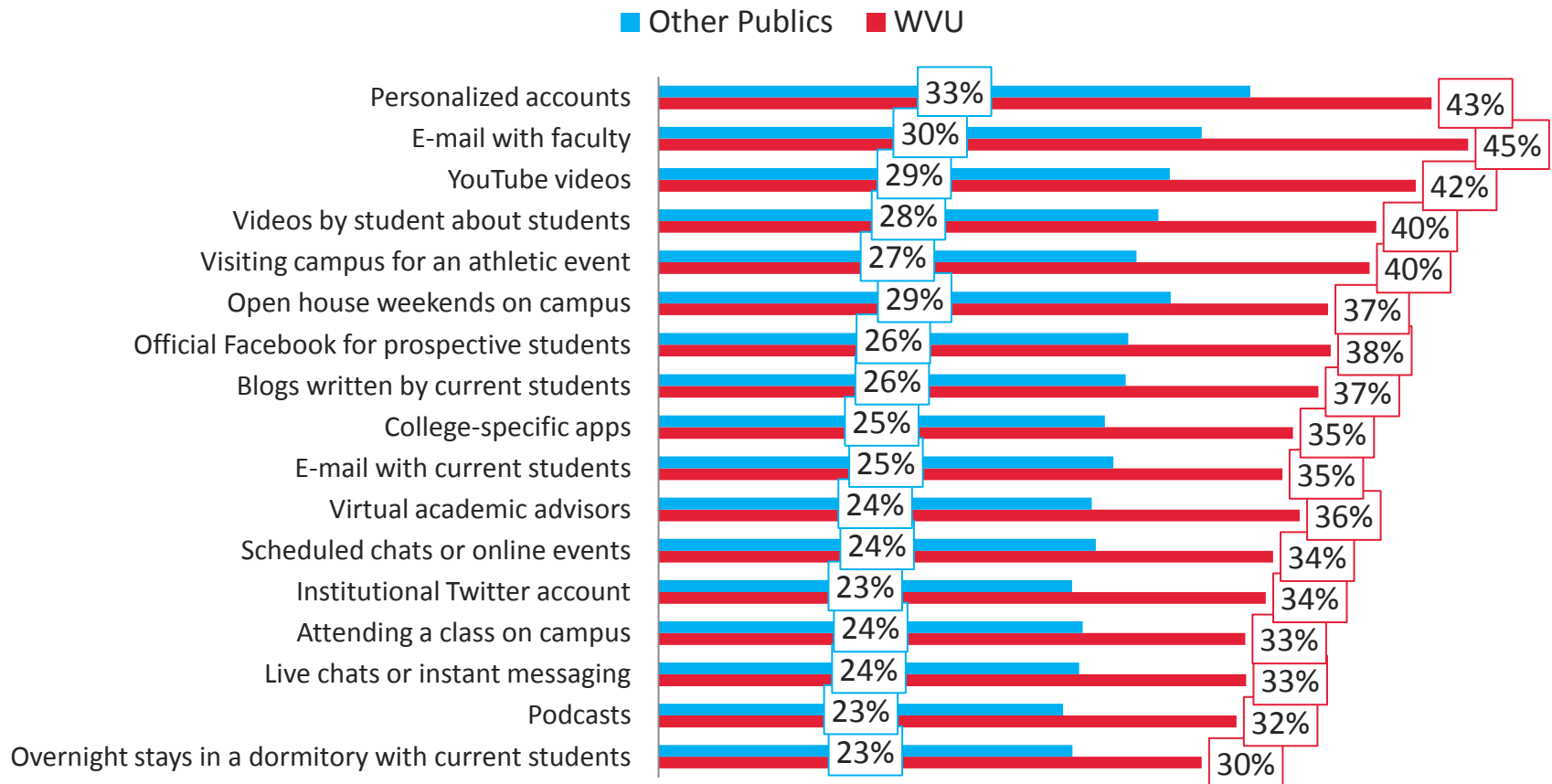


## Usage of Institutional Tools – Top 16





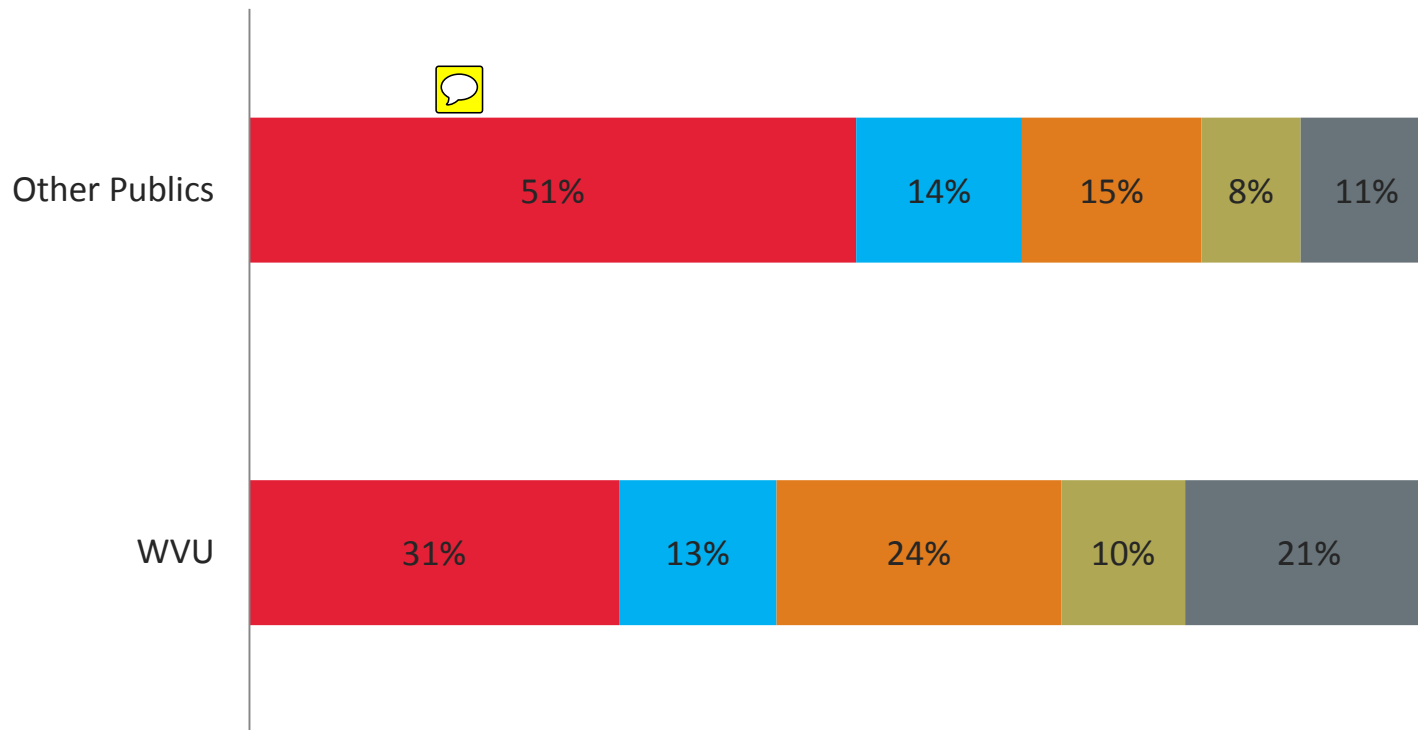
## Usage of Institutional Tools – Bottom 17





## Likelihood of Applying to Institution

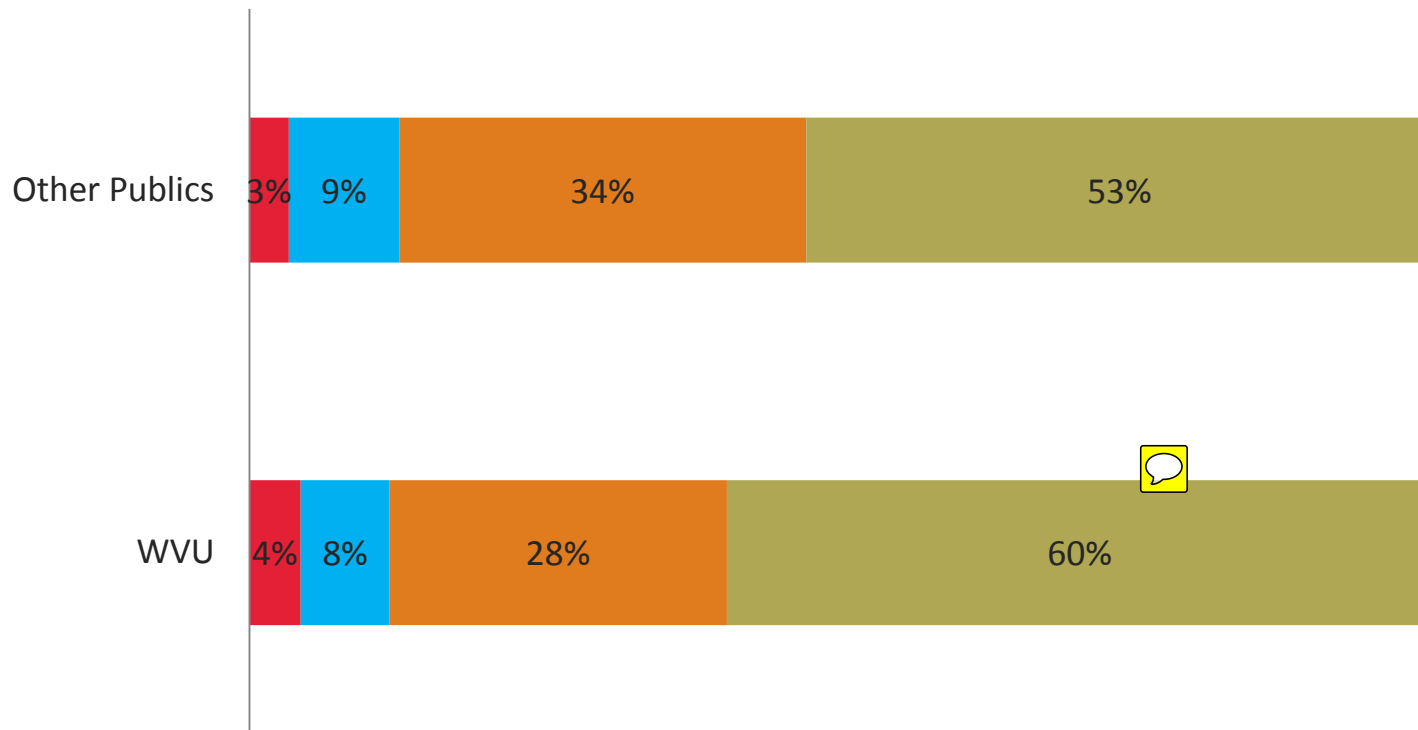
- Not at all likely
- Somewhat unlikely
- Somewhat likely
- Extremely likely
- Already applied to this school





## Confidence of Being Admitted (if Applied)

■ Stretch school   ■ Might be wait-listed   ■ On the border   ■ Very confident







## Top Competitors

	Institution	N
1	Other	n=41
2	Pennsylvania State University-Main Campus	n=36
3	Community college	n=33
4	Marshall University	n=28
5	University of Pittsburgh-Pittsburgh Campus	n=25
6	Ohio University-Main Campus	n=23
7	Ohio State University-Main Campus	n=19
8	Virginia Polytechnic Institute and State University	n=18
9	North Carolina State University at Raleigh	n=15
10	Syracuse University	n=13



## Usage of Institutional Tools – Top 16



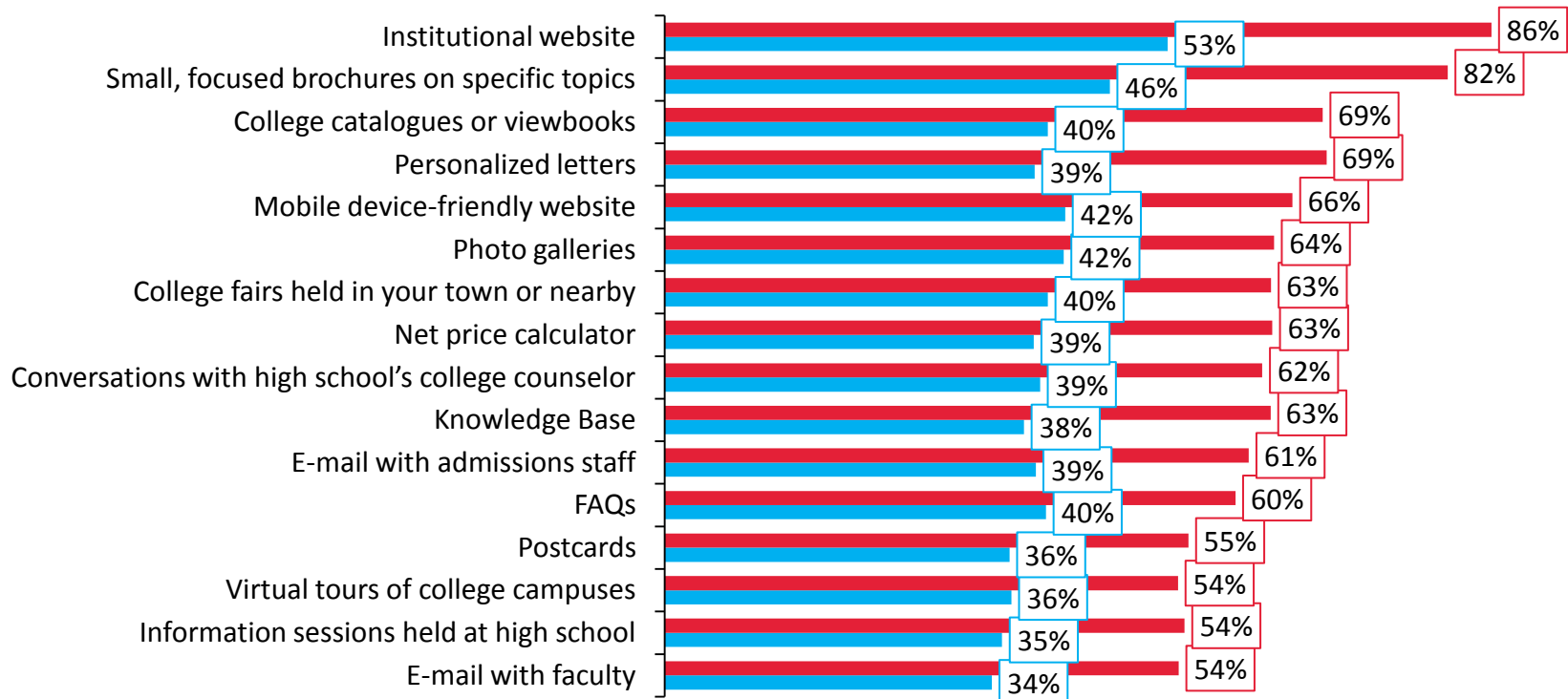
Inquiries who indicated that they are more likely to apply to West Virginia University\*



Inquiries who indicated that they are less likely to apply to West Virginia University\*\*

More Likely to Apply

Less Likely to Apply



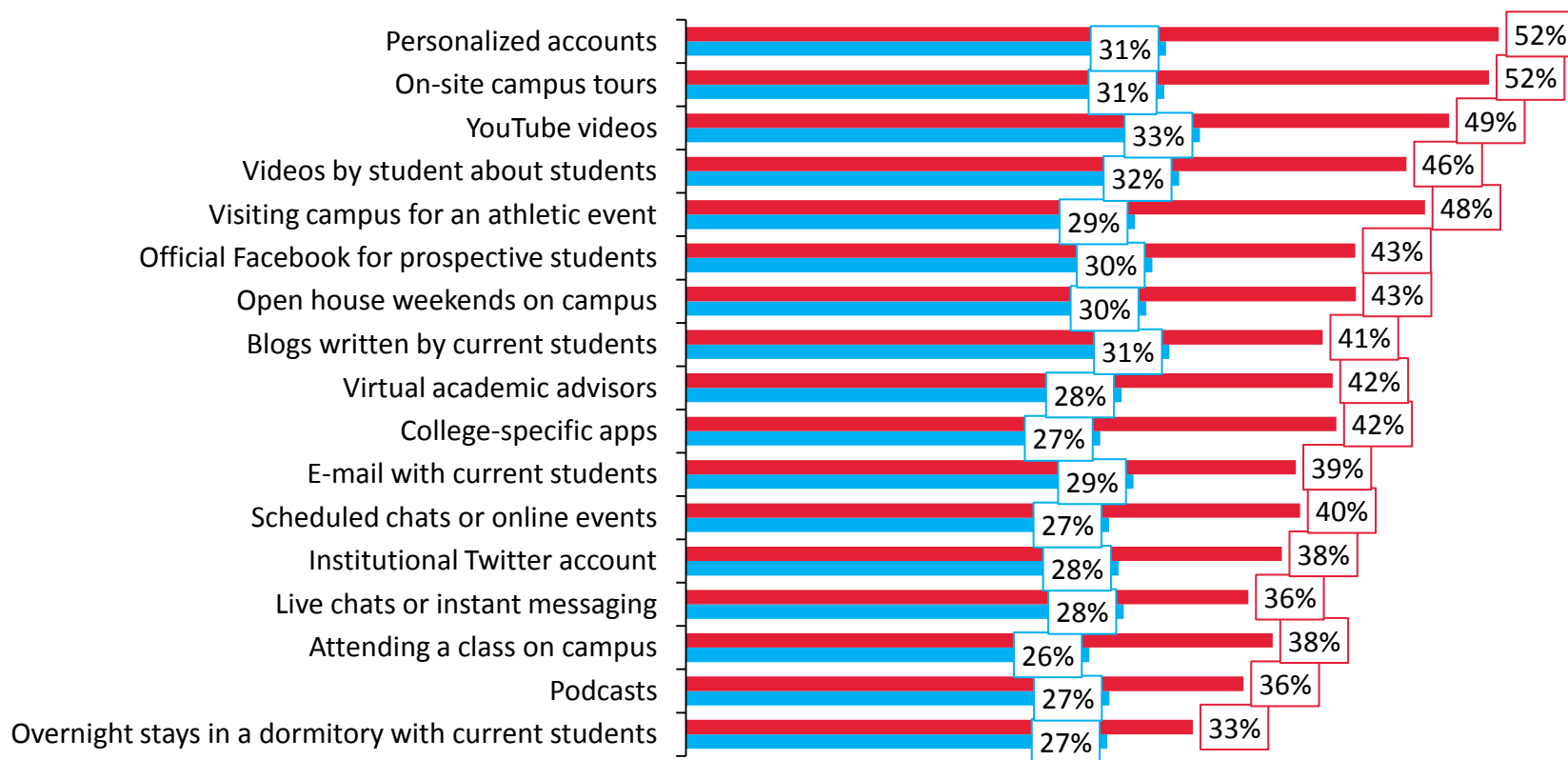
\*Students who selected "somewhat likely", "extremely likely", or "I have already applied"

\*\* Students who selected "somewhat unlikely" or "not at all likely"



## Usage of Institutional Tools – Bottom 17

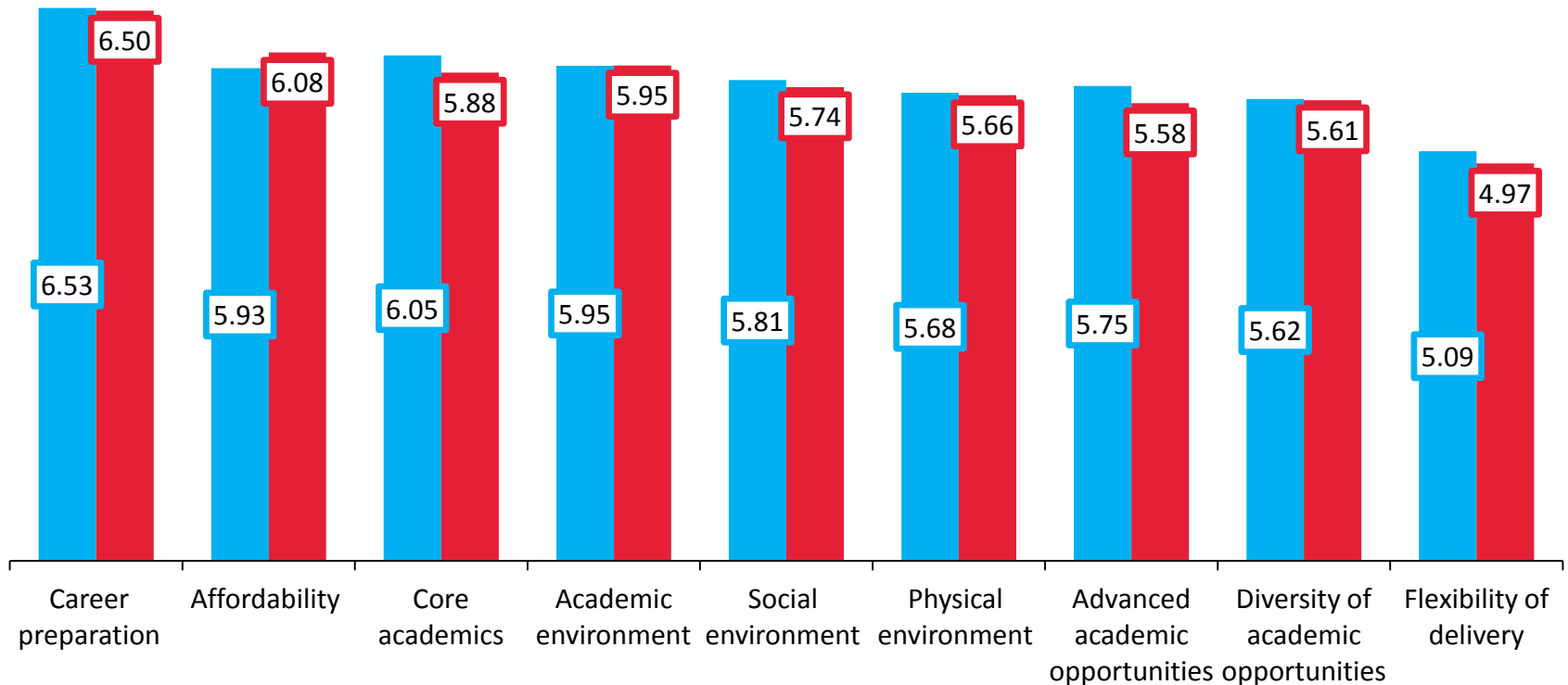
■ More Likely to Apply ■ Less Likely to Apply





## Top Enrollment Drivers\*

■ Less Likely to Apply ■ More Likely to Apply



\*Average; 1-7 scale; 1=Not Important At All; 7=Extremely Important



# College Bound Market Update

**EDUVENTURES**

## Profile of Those Who Are “More Likely to Apply”

		Col %	n
Gender	Female	44%	117
	Male	56%	151
First-Generation College	Not First Generation	59%	155
	First Generation	41%	106
Race/ Ethnicity (Multiple Response)	American Indian or Alaskan Native	3%	8
	Asian or Asian American	2%	5
	Black or African American	17%	44
	Native Hawaiian or other Pacific Islander	0%	0
	Hispanic/ Latino	8%	22
	White	78%	209
	Other	1%	2
	Prefer not to answer	2%	6
Annual Household Income	\$40,000 or Less	29%	54
	\$41,000 to \$80,000	22%	40
	\$81,000 to \$120,000	28%	50
	\$121,000 to \$160,000	10%	18
	More than \$161,000	12%	21
Average SAT Composite Score		1100	
Average ACT Composite Score		24	

**N=268**

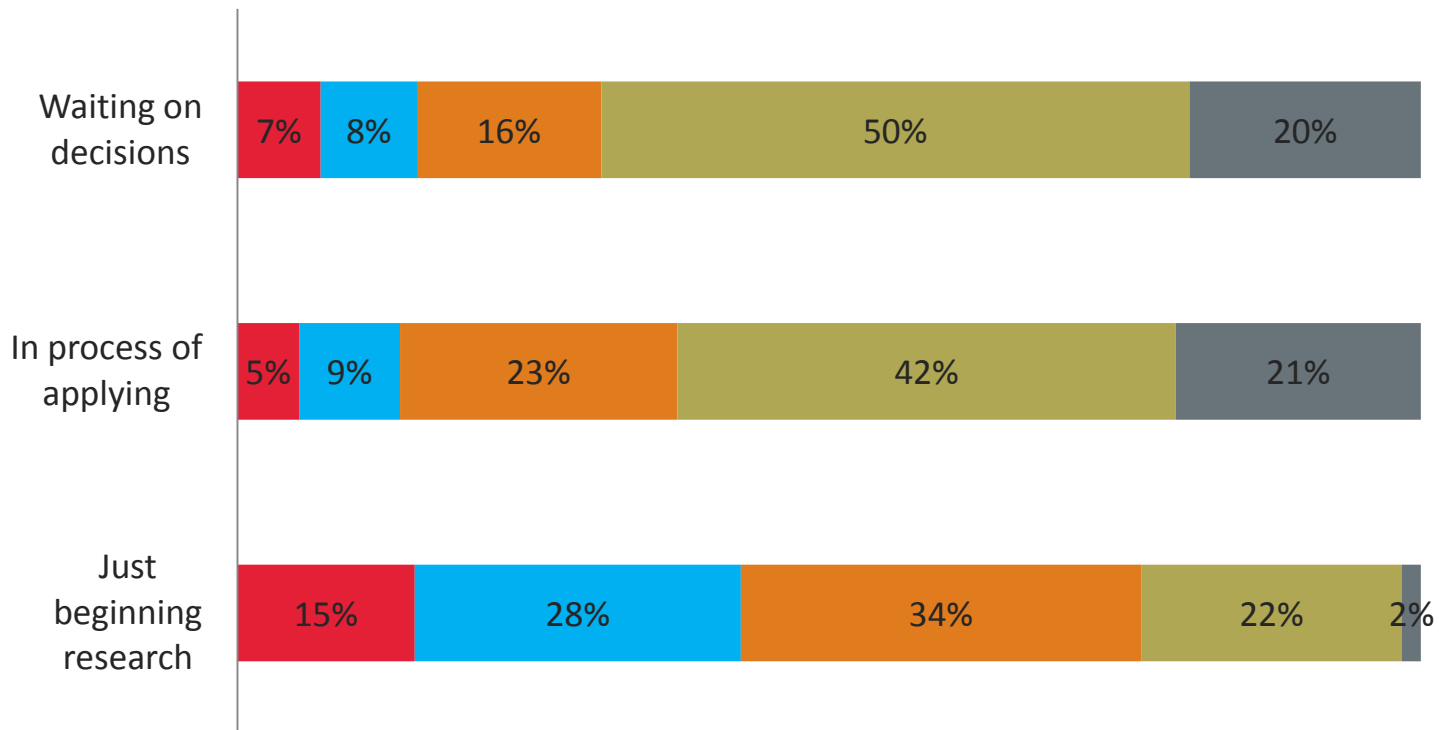
**Col % n**

High School Year	Sophomore	10%	26
	Junior	27%	71
	Senior	64%	171
Type of High School	Home schooled	1%	2
	Private Catholic	7%	18
	Private non-religiously affiliated	2%	5
	Private other religiously affiliated	2%	5
	Public	89%	236
Broad Academic Area	Arts, Humanities and Social Sciences	23%	63
	STEM	31%	82
	Business	14%	38
	Education	7%	19
	Health Professions	15%	40
	Professional/ Career-Focused	10%	26
Region	Northeast	31%	80
	South	50%	130
	Midwest	16%	41
	West	3%	8
Average High School GPA		3.42	



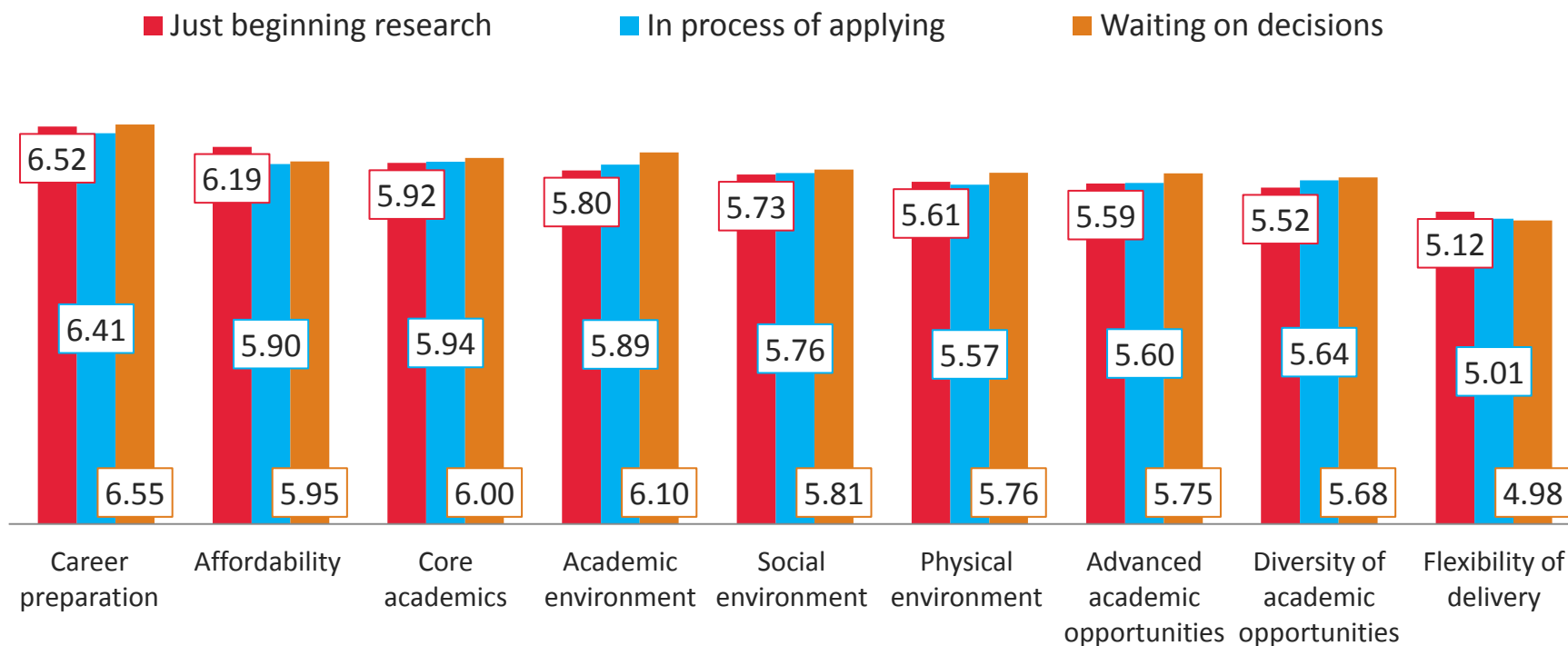
## Began College Search in..., by Where in Search

■ Before high school ■ Freshman ■ Sophomore ■ Junior ■ Senior





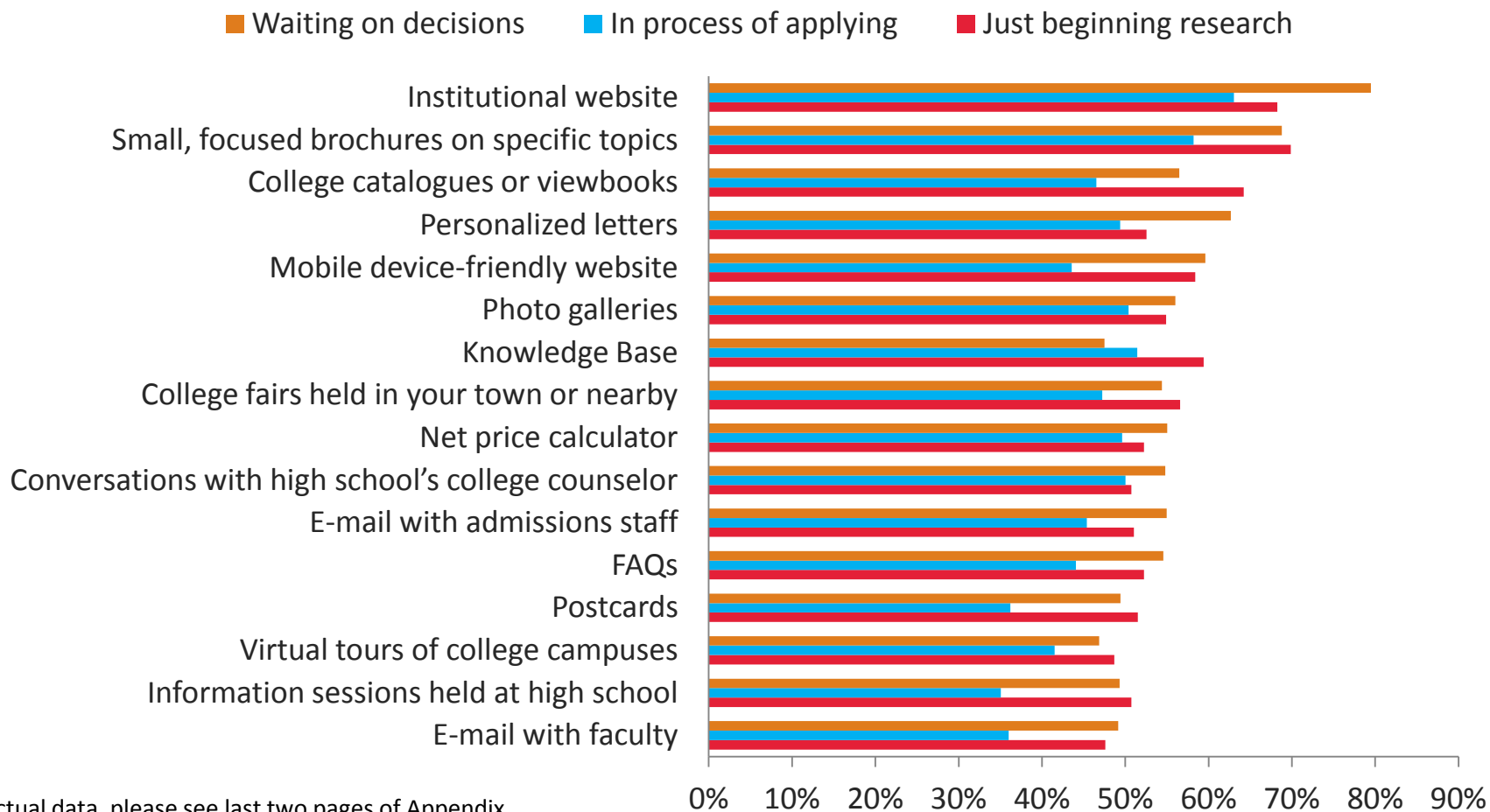
## Top Enrollment Drivers\*, by Where in Search



\*Average; 1-7 scale; 1=Not Important At All; 7=Extremely Important



## Usage of Institutional Tools, by Where in Search – Top 16



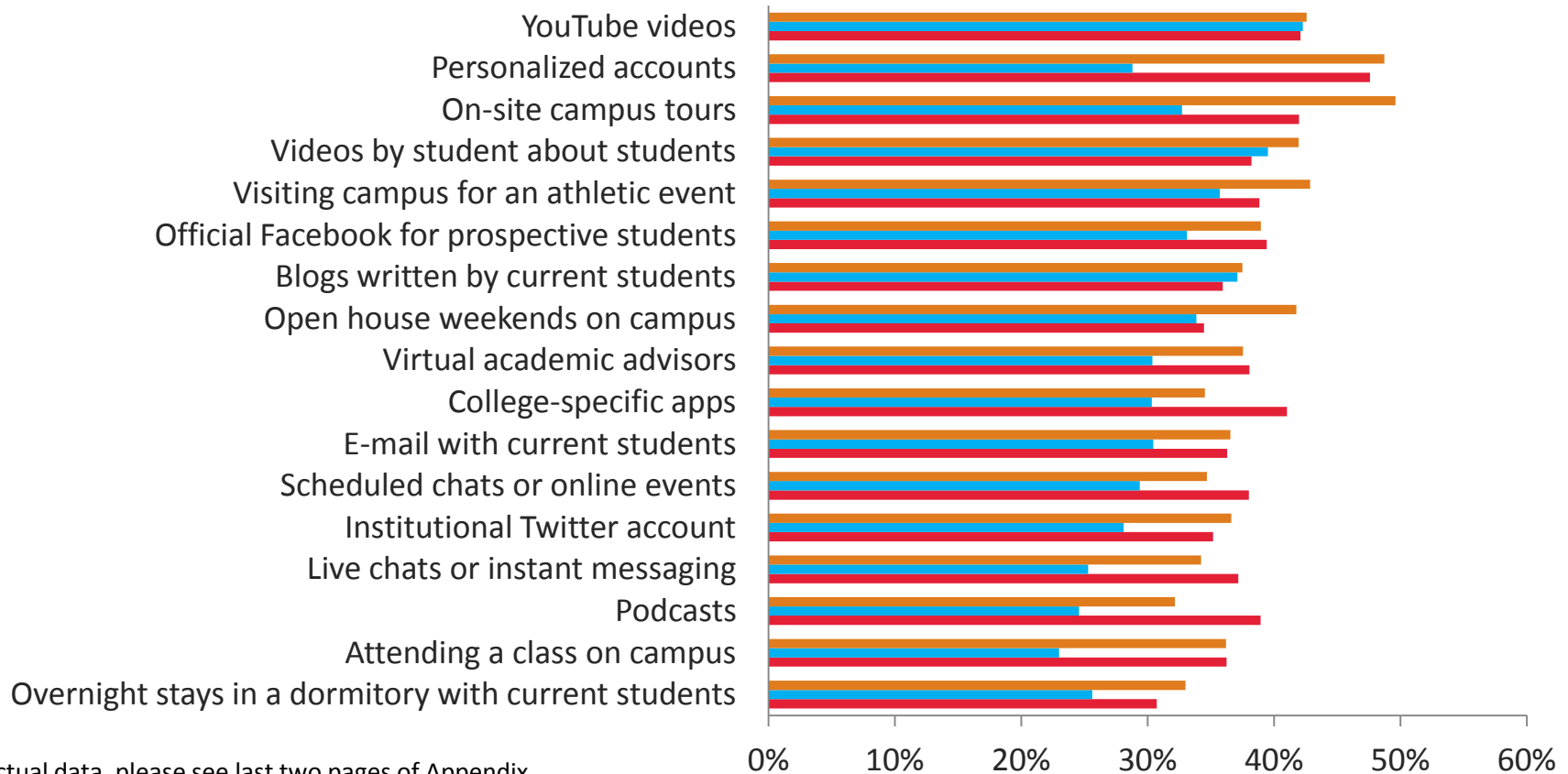
\*For actual data, please see last two pages of Appendix





## Usage of Institutional Tools, by Where in Search – Bottom 17

■ Waiting on decisions ■ In process of applying ■ Just beginning research



\*For actual data, please see last two pages of Appendix



## ABOUT EDUVENTURES



## About Eduventures

### Who is Eduventures and What Do We Do?

- We help leaders in education to make sound decisions about brand, operations, strategy and innovation through annual subscription services and consulting engagements. We work with over 400 higher education institutions and the firms that serve them.

### EVIDENCE

- Our work has always been evidence and data-based, relying on state of the industry data and benchmarks and operational performance metrics. Over 2,300 higher education leaders rely on annual data sources from Eduventures to drive their success.

### EXPERTISE

- Our team consists of full time analysts and consultants who are practitioners with broad and deep perspectives in recruitment, the academic experience, advancement, operations, statistics and strategic planning.

### IMPACT

- This unique combination allows us to have incredible impact and drive meaningful results for our clients.



**Eduventures offers comprehensive consulting services to higher education leaders in the areas of branding, operations, strategy, and innovation.**

## **Eduventures' Enrollment Management Consulting Capabilities include:**

Admissions audits

Marketing audits

Brand and competitive analysis and positioning – graduate and undergraduate

Pricing studies

Retention and at-risk student analysis



## **Questions?**

Contact your Client Services Advisor to learn more about how to maximize the value of the 2012-2013 Prospective Student Preferences Survey



# College Bound Market Update

 **EDUVENTURES**



## APPENDIX



## About This Study

As the most comprehensive study of its kind, Eduventures' 2013 College Bound Market Update enables higher-education institutions to identify:

- enrollment drivers
- competitive strengths and weaknesses
- communication channel preferences

to make tactical, data-driven adjustments to their recruitment strategy for undergraduate students.

By leveraging the power of Eduventures' Enrollment Management Knowledge Community, participating institutions will gain a deeper understanding of the attitudes and preferences of their undergraduate inquiries in comparison with a national sample.



## **11,013 High School Sophomores, Juniors, and Seniors Responded to an Online Survey**

19 EM clients provided email lists of inquiries

Conducted December 2012 through February 2013

Participating Institutions:

Boston College

James Madison University

Johnson State College

Long Island University

Loyola University of Maryland

Marist College

Merrimack College

North Carolina State University

Northeastern University

Ohio State University

Purdue University

St. Joseph's College of Maine

SUNY Buffalo State College

University of Arizona

University of Denver

University of Montevallo

University of North Carolina - Charlotte

University of North Georgia

West Virginia University



# College Bound Market Update

**EDUVENTURES**

## West Virginia University's Respondent Demographics

		Col %	n
Gender (WEIGHTED)	Female	47%	80
	Male	53%	91
First-Generation College	Not First Generation	63%	106
	First Generation	37%	62
Race/Ethnicity (Multiple Response)	American Indian or Alaskan Native	1%	2
	Asian or Asian American	0%	1
	Black or African American	16%	27
	Native Hawaiian or other Pacific Islander	0%	1
	Hispanic/ Latino	6%	10
	White	81%	138
	Other	0%	1
	Prefer not to answer	4%	6
Annual Household Income	\$40,000 or Less	26%	30
	\$41,000 to \$80,000	26%	30
	\$81,000 to \$120,000	33%	38
	\$121,000 to \$160,000	7%	8
	More than \$161,000	8%	9
Average SAT Composite Score		1117	
Average ACT Composite Score		25	

## INTERESTS N=171

		Col %	n
High School Year	Sophomore	7%	12
	Junior	21%	35
	Senior	73%	124
Type of High School	Home schooled	0%	1
	Private Catholic	8%	14
	Private non-religiously affiliated	3%	5
	Private other religiously affiliated	2%	4
	Public	86%	146
Broad Academic Area	Arts, Humanities and Social Sciences	20%	35
	STEM	33%	57
	Business	13%	23
	Education	6%	10
	Health Professions	18%	31
	Professional/ Career-Focused	9%	15
Region	Northeast	29%	49
	South	54%	91
	Midwest	15%	24
	West	3%	5
Average High School GPA		3.55	





# College Bound Market Update

**EDUVENTURES**

## West Virginia University's Respondent Demographics Col % n

Gender (WEIGHTED)	Female	44%	160
	Male	56%	201
First-Generation College	Not First Generation	59%	210
	First Generation	41%	147
Race/ Ethnicity (Multiple Response)	American Indian or Alaskan Native	4%	15
	Asian or Asian American	3%	12
	Black or African American	17%	61
	Native Hawaiian or other Pacific Islander	0%	0
	Hispanic/ Latino	10%	36
	White	73%	263
	Other	2%	8
Annual Household Income	Prefer not to answer	4%	14
	\$40,000 or Less	26%	62
	\$41,000 to \$80,000	25%	61
	\$81,000 to \$120,000	24%	56
	\$121,000 to \$160,000	10%	24
	More than \$161,000	14%	34
Average SAT Composite Score		1121	
Average ACT Composite Score		25	

## NEUTRAL PROSPECTS N=362

		Col %	n
High School Year	Sophomore	8%	28
	Junior	30%	110
	Senior	62%	223
Type of High School	Home schooled	1%	5
	Private Catholic	7%	24
	Private non-religiously affiliated	3%	9
	Private other religiously affiliated	3%	9
	Public	87%	314
Broad Academic Area	Arts, Humanities and Social Sciences	24%	87
	STEM	33%	119
	Business	12%	43
	Education	5%	19
	Health Professions	15%	56
Region	Professional/ Career-Focused	11%	38
	Northeast	34%	120
	South	43%	151
	Midwest	17%	60
	West	5%	18
Average High School GPA		3.45	



# College Bound Market Update

**EDUVENTURES**

## West Virginia University's Respondent Demographics

		Col %	n
Gender (WEIGHTED)	Female	45%	219
	Male	55%	271
First-Generation College	Not First Generation	60%	288
	First Generation	40%	195
Race/Ethnicity (Multiple Response)	American Indian or Alaskan Native	3%	15
	Asian or Asian American	2%	12
	Black or African American	16%	79
	Native Hawaiian or other Pacific Islander	0%	0
	Hispanic/ Latino	9%	43
	White	75%	370
	Other	2%	9
	Prefer not to answer	4%	19
Annual Household Income	\$40,000 or Less	26%	85
	\$41,000 to \$80,000	26%	84
	\$81,000 to \$120,000	26%	84
	\$121,000 to \$160,000	10%	32
	More than \$161,000	13%	42
Average SAT Composite Score		1120	
Average ACT Composite Score		25	

## INQUIRIES N=490

		Col %	n
High School Year	Sophomore	7%	36
	Junior	27%	133
	Senior	65%	321
Type of High School	Home schooled	1%	5
	Private Catholic	7%	33
	Private non-religiously affiliated	3%	13
	Private other religiously affiliated	2%	12
	Public	87%	425
Broad Academic Area	Arts, Humanities and Social Sciences	24%	117
	STEM	33%	160
	Business	13%	63
	Education	5%	26
	Health Professions	16%	77
	Professional/ Career-Focused	10%	47
Region	Northeast	34%	161
	South	45%	216
	Midwest	16%	78
	West	4%	21
Average High School GPA		3.47	



## Usage of Institutional Tools, by Where in Search – Top 16

	Just beginning research	In process of applying	Waiting on decisions
Institutional website	68%	63%	79%
Small, focused brochures on specific topics	70%	58%	69%
College catalogues or viewbooks	64%	47%	56%
Personalized letters	53%	49%	63%
Mobile-device friendly website	58%	44%	60%
Photo galleries	55%	50%	56%
College fairs held in your town or nearby	57%	47%	54%
Net price calculator	52%	50%	55%
Conversations with high school's college counselor	51%	50%	55%
Knowledge Base	59%	51%	47%
E-mail with admissions staff	51%	45%	55%
FAQs	52%	44%	55%
Postcards	52%	36%	49%
Information sessions held at high school	51%	35%	49%
Virtual tours of college campuses	49%	42%	47%
E-mail with faculty	48%	36%	49%



## Usage of Institutional Tools, by Where in Search – Bottom 17

	Just beginning research	In process of applying	Waiting on decisions
Personalized accounts for prospective students	48%	29%	49%
On-site campus tours	42%	33%	50%
YouTube videos	42%	42%	43%
Videos by student about students	38%	40%	42%
Visiting campus for an athletic event	39%	36%	43%
Official Facebook for prospective students	39%	33%	39%
Open house weekends on campus	34%	34%	42%
Blogs written by current students	36%	37%	38%
Virtual academic advisors	38%	30%	38%
Apps for smartphones/ tablet	41%	30%	35%
E-mail with current students	36%	30%	37%
Scheduled chats or online events	38%	29%	35%
Institutional Twitter account	35%	28%	37%
Live chats or instant messaging	37%	25%	34%
Attending a class on campus	36%	23%	36%
Podcasts	39%	25%	32%
Overnight stays in a dormitory with current students	31%	26%	33%